

Ashe Student Code of Conduct

STUDENT DISCIPLINE

Approach to Behavior

The foundation of our schools' approach to student discipline lies in **cultivating a set of values that are shared by everyone, building a strong sense of community in the school, and providing incentives to encourage positive student behavior.**

We believe that healthy and effective discipline comes from positive and supportive relationships between staff, students, and parents. The school's approach to creating an environment conducive to teaching and learning, while also addressing student's behavioral concerns is described in detail in this section.

Following school rules is important. But even more important, is that students learn a set of values and behaviors that will help them to do well in any setting. The values that we expect students to demonstrate are ***perseverance, honesty, gratitude, results, responsibility, respect, and forgiveness.*** To help students internalize these values we have created "The Charter Way." The Charter Way activities are designed to help them develop habits (both mentally and physically) that will ensure their success in school and beyond.

An orderly school climate characterized by respectful relationships is the necessary foundation for a successful school. It is essential that all students respect the expectations for behavior in the school in order to develop the behavioral habits necessary for success in life and to provide a school climate where teaching and learning can flourish.

High Expectations for Behavior

Our high expectations for students' behavior reflect our faith in the potential of each young person to learn the self-control and manners necessary to succeed in school and life. The acronyms below are used to reinforce the desired classroom behaviors from students. This teaches students how to pay attention and convey a positive attitude through appropriate body language in a classroom, in assemblies and when talking to adults.

STAR (elementary school)

- **S** Sit up straight with your hands in the correct position
- **T** Track the speaker
- **A** Ask and answer questions once you receive permission
- **R** Respect, respond, and read

- **SMART (middle school)**
- **S Sit up**
- **M Make eye contact**
- **A Articulate questions and answers in a complete sentence**
- **R Respect others**
- **T Track the speaker**

In addition, classrooms observe the following expectations for behavior:

- Students must be **on task**
- Students must **listen** and **participate** in a way that supports an effective learning environment.
- Students follow teacher directions and **cooperate** with the teacher. There is no arguing allowed. If a student disagrees with a teacher, the student must wait until the appropriate time and place to discuss an issue in an appropriate tone of voice.
- Students must **participate actively**.
- Students **come prepared** to class with their necessary materials.
- Students **support the learning environment** for everyone. This involves:
 - ✓ Staying in your seat.
 - ✓ Listening carefully.
 - ✓ Refraining from making disruptive noises or talking out of turn.
 - ✓ Refrain from eating or chewing gum.
 - ✓ Following the classroom expectations of the teacher

Behavioral Expectations Outside the Classroom

Outside of the classroom, we expect students' behavior to support a calm, orderly environment. Outside of the school, students are expected to be responsible citizens of the local community and good representatives of their school. In addition to the classroom expectations, all adults on campus encourage and reinforce the following behavioral expectations.

- Follow all school rules and exhibit appropriate behavior when traveling to school, in the hallways, and everywhere you are.
- Use appropriate voice level inside the building and on the yard.
- Refrain from play fighting and resolve conflict in appropriate ways.
- Walk everywhere (except on the sports field).
- Exhibit calm, orderly behavior inside the building.
- Keep the school, garden, and neighborhood clean and free of litter.
- Be where you're expected to be at all times.

Rewards

FirstLine Schools has a rewards system for students that meet academic, behavior and homework expectations, demonstrate school values, and perform outstanding work or service. Our rewards system includes the following elements:

- Regular, formal awards for achievement and demonstrating school values (quarterly awards ceremonies for grades, attendance, progress).
- Individual and group rewards and recognition for regularly meeting behavior expectations.
- Special, invitation-only trips and special events for individual students who meet behavior and work expectations:
 - Friday Experience: Activities that occur on Fridays (outside performances, game shows, sock hops etc.).
 - Big Benefits: Events that occur every six to nine weeks (bowling, skating, picnics etc.)

Consequences

FirstLine Schools uses consistent, inevitable, and escalating consequences for failure to meet behavior expectations. Parents are an essential part of the process – the effectiveness of consequences is heightened when the student is aware that both school and home are working together and standing behind the systems in place.

Kindergarten, First Grade, Second Grade Consequences

First Action: Following the classroom and All-School Expectations to teach, re-teach, practice, and correct behavior.

Second Action: Assigning students marks/detention. Students will receive consistent consequences for marks or color changes.

Primary Discipline System (K-3)

- All students begin on green
- Offense 1 & 2: Student receives two warnings (non-verbal or verbal) for misbehavior
- Offense 3: Student moves card to yellow, receives 5 minutes in Time-Out
- Offense 4 & 5: Two more warnings
- Offense 6+: Student moves card to red, loss of privileges, parent contact & time-out
- DAILY FOLDER SENT HOME TO COMMUNICATE WITH PARENTS

Fourth Grade through Eighth Grade Consequences

First Action: Following the Classroom and All-School Expectations (*see below*) ***to teach, practice, and correct behavior***

Second Action: Assigning students marks/detention

Students will receive consistent consequences for marks. School Detentions are held during the recess/lunch and the afternoon enrichment activities. Students are sent to detention for violations of class or all-school expectations (marks).

Mark and Consequence System

Mark 1 lunch/recess detention

Mark 2 lunch/recess detention +

Mark 3 full enrichment detention (1 hour and 30 minutes)

Friday Detention will be given if the student has:

- 6 or more marks the entire week
- Missed a Detention
- Misbehaved in TOC
- Disrespected a teacher

Saturday Detention will be given if the student has:

- 15 or more marks in a week
- 2 or more arguing marks
- 2 or more respect marks
- Repeated cell phone or other electronics

Friday detentions will be held after school from 3 p.m. to 5 p.m. Parents will need to arrange transportation home for students who have Friday detention as the school buses leave at 3 p.m. on Fridays.

Third Action: Suspension (see Serious Behaviors Chart on page X)

A suspension is assigned for serious incidents and/or repeated infractions, including missing a Friday detention. All suspensions require a re-entry protocol and meeting, and students will not be allowed into class without this meeting. **DO NOT** send your student back to school without a meeting with the Dean of Students and/or Principal.

Other Actions: The below actions may be taken at any time.

- Parent Conference
- Behavioral Contract
- Suspension Warning Letter
- Mandatory Parent Class Observations

SUSPENSION POLICY

Even though students generally tend to have good relationships with peers and school staff, they will behave inappropriately at times. Although suspension and expulsion are viewed as last resort consequences in dealing with inappropriate and disruptive behavior, both will be used as a consequence for consistent and serious misbehavior. See the chart below for serious behaviors that lead to suspension.

Level	Types of Behavior	Consequences
LEVEL 1	• Consistent minor infractions • Leaving a class without permission • Repeatedly disrupting own class • Disrupting another class • Cursing or inappropriate gestures	• Parent notification • Same day full school detention • Student written reflection • Friday Extended Detention • Suspension Warning
LEVEL 2	• Repeated Level 1 Behaviors • Verbal aggressiveness towards peer or staff • Bullying or behavior that is hurtful/harmful to self or others • Threatening others (physically or verbally) • Destruction of another person's property • Cheating on a test or project	• Same day full in school detention • Conference with student, teacher, parent & administrator • Student written reflection • Friday Extended Detention or suspension depending on the severity of the behavior • Student-student mediation (if needed) • Behavior contract (if needed) • Apology • Disallowed from next field trip

LEVEL 3	• Repeated Level 2 behaviors • Willful disobedience or serious disrespect to an adult • Fighting or physical aggression • Stealing • Possessing stolen property • Deliberate involvement or instigation of conflict. • Vandalism • Playing with fire alarms or fire extinguisher	• Meeting with student, teacher, parent & senior leadership • Student written reflection • Teacher-student-administrator conference • Behavior contract • 1+ days suspension • Restorative community action • Apology • Behavior Contract • Disallowed from at least next upcoming field trip (minimum)
LEVEL 4	• Repeated Level 3 behaviors • Bringing non-students on school premises in order to threaten or create conflict. • Bringing onto school premises or being found in possession of an offensive weapon or illegal substances. • Sexually inappropriate behavior • Aggressive behavior towards a staff member	• Meeting with student, teacher, parent senior leadership • Student written reflection • 3+ day suspension up to possible expulsion • Apology • Behavior contract • Disallowed from at least next upcoming field trip (minimum) • Restorative community action